

Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<u>10.58.511 WORLD LANGUAGES</u>		
(1) The program requires that successful candidate:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge of phonetics, phonology, morphology, syntax, second language acquisition, and other aspects of linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture;	(a) demonstrate knowledge of phonetics, phonology, morphology, syntax, second language acquisition, and other aspects of linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture; <u>(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe the structure, function, and meaning of target language discourse;</u>	
	<u>(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;</u>	
	<u>(c) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;</u>	
(b) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence;	(b) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence;	

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	<u>(d) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things, and narrations about past, present, and future events;</u>	
(c) demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;	(c) demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;	
	<u>(e) in paragraph-length discourse, narrate and describe in the major timeframes with some control of aspect;</u>	
	<u>(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;</u>	
	<u>(g) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;</u>	
(d) demonstrate reading comprehension for factual information in nontechnical prose and concrete topics related to special interests, read for information and description, follow a sequence of events and react to that information, and separate main ideas and details in material written for the general public;	(d) demonstrate reading comprehension for factual information in nontechnical prose and concrete topics related to special interests, read for information and description, follow a sequence of events and react to that information, and separate main ideas and details in material written for the general public;	
	<u>(h) understand conventional written narrative and descriptive texts, such as descriptions of persons, places,</u>	



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	<u>and things and narrations about past, present, and future events;</u>	
(e) demonstrate the ability to write about most common topics with some precision and in some detail, write detailed resumes and summaries, take accurate notes, write social and informal business correspondence, describe and narrate personal experiences, explain simple points of view in prose discourse, and write about concrete topics relating to particular interests and special fields of competence;	(e) demonstrate the ability to write about most common topics with some precision and in some detail, write detailed resumes and summaries, take accurate notes, write social and informal business correspondence, describe and narrate personal experiences, explain simple points of view in prose discourse, and write about concrete topics relating to particular interests and special fields of competence;	
	<u>(i) write narratives, descriptions, and summaries on topics of general interest in all major time frames with good control of aspect;</u>	
(f) demonstrate a working social and professional competence in cultural skills (reflecting the international character of present-day social, political, and economic ties among countries);	(f) demonstrate a working social and professional competence in cultural skills (reflecting the international character of present-day social, political, and economic ties among countries);	
	<u>(j) demonstrate understanding of language as an essential element of culture;</u>	
	<u>(k) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious and political systems, literature, fine arts, media, and a variety of cultural products;</u>	
	<u>(l) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;</u>	

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	<u>(m) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;</u>	
	<u>(n) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;</u>	
(g) demonstrate knowledge of and strategies to build connections with native cultures;	(g) demonstrate knowledge of and strategies to build connections with native cultures;	
	<u>(o) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;</u>	
(h) demonstrate understanding of language as an essential element of culture, of the principal ways in which the second language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and the geography, history, art, and social customs of major lands in which the language is dominant;	(h) demonstrate understanding of language as an essential element of culture, of the principal ways in which the second language culture differs from the first language culture, first-hand knowledge of literary masterpieces, and the geography, history, art, and social customs of major lands in which the language is dominant;	
(i) demonstrate and apply an understanding of the differences between the grammatical systems of the second language and those of English;	(i) demonstrate and apply an understanding of the differences between the grammatical systems of the second language and those of English;	
(j) demonstrate knowledge of the present-day objectives of second language teaching as communication, an understanding of the methods and techniques for attaining these objectives, and	(j) demonstrate knowledge of the present-day objectives of second language teaching as communication, an understanding of the methods and techniques for attaining these objectives, and the ability to evaluate the professional literature of second language teaching;	

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the ability to evaluate the professional literature of second language teaching;		
	<u>(p) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;</u>	
	<u>(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;</u>	
	<u>(r) use the target language to the maximum extent in the classroom at all levels of instruction;</u>	
	<u>(s) demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and state standards to make instructional decisions;</u>	Common standard language?
	<u>(t) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;</u>	
	<u>(u) design authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies;</u>	
(k) demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and	(k) demonstrate knowledge of the use of special techniques, such as educational media, the internet and electronic mail, and the relation of second language study to other curricular areas; and	



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	<u>(v) design a content-based curriculum which integrates content from other subject areas into instruction; and</u>	
(l) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.	(l) (w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.	
(2) The classical language program requires that successful candidates:	(2) The classical language program requires that successful candidates:	
(a) demonstrate knowledge and understanding of the preceding standards;	(a) demonstrate knowledge and understanding of the preceding standards;	
(b) demonstrate knowledge and understanding of the specific classical language; and	(b) demonstrate knowledge and understanding of the specific classical language; and	
(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.	(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.	
(3) The Native American language program requires that successful candidates demonstrate the knowledge of and competence in Native American languages as attested by the appropriate tribal authority.	(3) (4) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in <u>languages of Native American Indians and tribes in Montana</u> , as attested by the appropriate tribal authority- pursuant to ARM 10.57.436.	
(4) The English as a second language program requires that successful candidates:	(4) (3) The <u>English as a Second Language (ESL)</u> program requires that successful candidates:	



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(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language;	(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language; <u>(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics;</u>	
	<u>(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;</u>	
(b) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and	(b) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and	
	<u>(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;</u>	
	<u>(d) demonstrate understanding of various assessment issues as they affect English Language Learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;</u>	
	<u>(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;</u>	
	<u>(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and</u>	



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(c) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.	(c) (g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1986 MAR p. 1902, Eff. 11/15/86; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1991 MAR p. 1553, Eff. 3/15/91; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		
**Standard currently contains no reference to ASL.		

